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PROGRESS OF EDUCATION IN THE PHILIPPINE ISLANDS

Changed Methods and Plans Adopted Following American Occupation.

FILIPINO TEACHERS TRAINED

Comprehensive Courses Offered, and Number of Special Schools Started.

BY NEWTON W. GILBERT.

Perhaps in no respect have conditions in the Philippine Islands been so changed within the past decade as they have in the matter of public instruction. Spain's government of her far Eastern possessions needed no well-informed public opinion for its success. The people were concerned in obeying, not in making, laws, and education was designed to advance the masses morally and socially, not to give them greater political capacity. It was natural, therefore, that the schools should be under the control of the religious orders, and that emphasis should be placed on religious rather than on secular instruction.

It is the common belief that education was entirely neglected under Spanish rule. This impression is far from correct. When their sovereignty passed to Americans there were in the Philippine Islands nearly 2,000 public school teachers. These teachers, almost equally divided in number as to sex, were stationed throughout the provinces, and few towns of large size did not possess a public school.

Elementary Instruction.

But instruction was elementary indeed. Christian doctrine occupied the first place in the curriculum, and not infrequently schooling began and ended with that subject. Usually, however, children learned to read and write their own dialect and obtain some vague knowledge of geography and of a carefully censored history of Spain. The teaching of Spanish, which was prescribed by the regulations, did not meet with general favor; and since quite often the teachers themselves knew nothing of that tongue, this regulation was largely disregarded in the provincial schools. In Manila, however, the Ateneo Municipal, under the direction of the Jesuit fathers, gave a course which not only fully complied with the regulations, but which in some respects exceeded them.

A few towns possessed simple school buildings. More often a room in the house of the schoolmaster or mistress served this purpose; and sometimes because of the lack of books and supplies, instruction was of necessity altogether oral. Teachers were most inadequately paid—so poorly indeed that few graduates of the normal school conducted by the Jesuits at Manila ever taught in the schools.

The official institution for secondary education was the San Juan de Letran, in charge of the Dominican friars, although the Jesuit Ateneo Municipal gave an excellent course; and some sixty-nine "private colleges" and "Latin schools," both in Manila and the provinces, maintained classes for those who cared to enter.

Two institutions of higher learning were open to students—the Royal and Pontifical University of Santa Tomas, conferring degrees in theology, canonical law, philosophy and letters, jurisprudence and physical and chemical science; and the Royal College of San Jose, giving instruction in medicine and pharmacy.

Such, in broad outline, was education in the Philippine Islands prior to their occupation by the United States.

Education Secularized.

Almost the first statement made by the commission, sent here to inaugurate civil government, was that education should be secularized and made general throughout the Archipelago; that the people should be taught the theory of individual rights and the means whereby these rights might be obtained and safeguarded; that an intelligent public opinion should be created for the guidance of those holding public office; and that as they advanced in capacity the government should more and more be intrusted to the people of the islands.

This is the task which the schools encountered.

One not familiar with the geography of the Philippines, nor with the social and ethnological condition of their inhabitants, can hardly comprehend the difficulties with which the organization of the schools was attended. The Archipelago is composed of thousands of islands, inhabited by people speaking different dialects and varying in civilization from the primitive Igorots to highly cultured men and women. Means of travel were in the beginning extremely uncertain; there were few houses suitable for Americans in the smaller municipalities; supplies were difficult to obtain; there were no amusements, as we know them, and mails from home came only at long intervals.

Nevertheless, a beginning was made, and made on a large scale. The commission appointed a general superintendent of education and authorized the employment of a thousand American teachers. It was decided that all instruction should be given in English, and the teachers were sent throughout the islands with such provisions as could be made for their comfort.

Bureau of Education.

The title of the general superintendent has since been changed to that of director of education; and now, with two assistants, he is at the head of the Bureau of Education—one of the four bureaus under the jurisdiction of the commission holding the portfolio of Secretary of Public Instruction.

The islands were divided into school divisions, and to each of these a superintendent was assigned who should, under the direction of the general superintendent, have charge of all work therein. These divisions at first embraced too much territory; the superintendent could not in person superintend the work under his direction, nor become sufficiently intimate with local conditions to adapt the schools to meet them. The boundaries have several times been changed, and until there are at present thirty-seven school divisions, which, in general, correspond with the several provinces. The city of Manila ranks as one of these.

HON. NEWTON W. GILBERT.

Instruction in the provinces was at first largely confined to primary subjects, and Americans did the actual work of teaching. By degrees, however, Filipino teachers have been trained, and primary instruction is now almost entirely given by them, the Americans being used to supervise the work. There are now 279 American supervising teachers, each having under his guidance a district containing two or more primary schools, and being directly responsible to the division superintendent for the results obtained. More than 7,000 primary teachers are now employed in the islands. Of these approximately 500 are in the civil service and receive their salaries from the central government; the others are employed and paid by the municipalities in which their schools are located.

It is at once evident that the success of our primary schools—and in passing it may be said that this is recognized as by far the most important branch of the school work—depends largely upon our ability to obtain capable Filipino teachers. When the system was first inaugurated provision was made for a normal school wherein Filipinos could be trained for teaching. This institution, which is located in Manila, has already graduated a number of the best men and women in the service; and when the new buildings which are projected for it have been completed, more pupils will be provided for, and our Filipino personnel even more largely recruited from that school.

Supported by Government.

Many students in the normal school are supported by the government, under an arrangement whereby after graduation they teach for a period at least equal to that spent in the school. Others are municipal teachers who, under like arrangement, are furnished a year or more of special training by their municipalities.

A very excellent normal course is also given girls in the convent of the Asumpcion—a private Roman Catholic institution in Manila. Students completing this course take the regular government examination before graduation, and are eligible for appointment in the teaching service without further examination.

A further effort better to train our primary teachers is made by conducting in each school division what is known as a vacation institute. These institutes are held during vacations, and teachers are urged to attend them. Classes in English are given and the teachers drilled in the best methods of instruction.

The primary course extends over a period of four years. The children are first set before a chart, and the teacher begins to practice them in the use of simple English words. This is followed by reading and writing, primary arithmetic, geography, singing, drawing, and such industrial work as the making of native hats or baskets. In the final year the keeping of simple accounts is taught, the elements of physiology and hygiene, and more advanced practical work, such as farming, the culture of flowers and the general use of tools for boys, and housekeeping, sewing and weaving for girls.

Training Girls.

In training girls much emphasis is now being placed on housekeeping, the care of children, and very simple nursing. Many domestic science teachers have been sent to the schools, and a large number of model Filipino cottages erected wherein the children learn how their daily lives may be improved and made more sanitary.

In developing our primary course it is our endeavor constantly to keep in mind the fact that the great mass of the people will never receive further school instruction. It cannot be too comprehensive, for it is better to have pupils know a few things well than many imperfectly; and it should as far as possible have a real influence on the everyday life of the people.

English has been our most difficult subject. It was a new language; and it has taken time to have the children become so familiar with it that they will use it in ordinary conversation. More and more they are doing so now, however, and one listening to the remarks and the familiar slang at a baseball game between two school teams might easily imagine himself in the bleachers at home. The use of English has come to be an evidence of education and to confer distinction on the speaker; and while many eminent men trained in the old schools will never use any language other than Spanish, English will be everywhere spoken by the coming generation.

Those pupils who have finished the

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FREE SCHOOLS IN ANTE-BELLUM DAYS

Popular Education Not Popular in the South in the Olden Time.

VIRGINIA'S FEEBLE EFFORT

First Start Was in Norfolk, but It Had a Hard Fight.

The impression has gone out that there was no such thing as a public school in Virginia until after the War Between the States. While it is true that "free schools" and "old field schools," as they were called, were not very numerous throughout the State in ante-bellum days, and while it is true that the tax-paying part of the population was rather opposed in the main to "the free school system," it is a fact nevertheless that Virginia did have a public school system, such as it was, as much as half a century ago.

Joseph G. Fiveash, a journalist and local historian of Norfolk, has recently written a series of very entertaining articles for the Norfolk Ledger-Dispatch, in which he gives the history of this "before the war" popular education movement, and showing how it first took root in Norfolk. Mr. Fiveash's story will prove exceedingly interesting to the readers of this Educational Section. Here it is:

Fiveash's Story.

Towards the middle of the last century there was an awakening in Virginia along the line of a wider diffusion of knowledge among the masses, and especially was thought given to the subject in Norfolk, where from about 1850 to 1858 a constant struggle was maintained between the advocates and opponents of public education. The old Lancasterian system, which came into use in the early part of the century in Great Britain, Germany and France, failed to meet the necessities of the masses, and when the subject was taken up in this State the Legislature, about 1845, authorized such communities as were willing to tax themselves for the support of schools to establish public schools. Under this provision of law the charter of Norfolk was amended on March 20, 1850, and thereafter the struggle was almost continuous until, on September 15, 1858, the system was put into successful operation. At the time named none except freeholders were eligible as members of the City Council. The amended charter "authorized the Select and Common Councils, at their discretion, to establish such free schools as they may deem necessary and expedient, under such rules and regulations as they may think best calculated to promote a system of primary and high school education, and for that purpose may build schoolhouses and annually assess and levy upon the property and inhabitants of the said city to pay for the same and all other expenses incident to the establishment of such free schools."

To give a full report of the records would consume more space than is available at this time, consequently it has been found necessary to greatly reduce the matter that has been prepared for publication.

Opposition to Free Schools.

On the 9th of September, 1852, T. G. Clayton petitioned the Council for permission to open a school in Ashland Hall (the present site of fire department headquarters) at $1 per month for each scholar, etc., or to take charge of a free school at some place at a fixed salary. Referred to Committee on Ordinances.. This appears to be the first practical attempt to establish public education on any scale in Norfolk, and there is no record that the letter was answered.

On the 1st day of February, 1853, the records show that Messrs. Robinson, Silvester, Spratley, Harrison and Ridley were appointed a committee to carry out "such plan or plans as they may deem best calculated to carry out the instructions as heretofore expressed at the ballot box."

The first test vote was taken in the Common Council August 31, 1853, the friends of public education securing two votes—Delaney and Ludlow—to ten against schools. From this time on the struggle was more pronounced, until it finally ended in 1857 in the triumph of the friends of the schools.

On the 5th day of August, 1856, the Common Council by a vote of 10 to 3—Summers, March and McClain—adopted a report which, judging by its language, was sufficient to kill the measure. It was very voluminous, ending as follows: "Moreover the free school system at the South is but an experiment. It may not succeed. Is it prudent to make so large an expenditure on a measure of at best doubtful success? Your committee think that if the people had known that this would have been the result of their votes the free schools would have been defeated rather than adopted." The record states that a very animated discussion followed the reading of the report.

Many Struggles.

In December, 1856, the action of the Council in making an appropriation for the schools was rescinded, and in lieu thereof the committee was authorized to establish one or more schools in Ashland Hall.

On the 10th of June, 1857, the school committee submitted a report that under instructions they had opened a public free school in Ashland Hall, the male department under the care of W. B. Micks, and the female department under the care of Miss Cuthriel; that they had contracted with the teachers for ten months from May 25, 1857—with Mr. Micks at a salary of $800 and with Miss Cuthriel at a salary of $400. They further reported the schools in a very flourishing condition. Samuel Butt was paid $5 for altering some benches for the use of the scholars, and W. P. Griffith was paid $24.93 for such books as were needed. Number of scholars, 140.

At a joint meeting of the Common and Select Councils, held June 11, 1857, four commissioners, one from each ward, were elected to have control of the public schools. These were C. H. Shield, A. T. M. Cooke, A. Bell and E. Delaney.

These commissioners elected Thomas C. Tabb to have the supervision of the schools. That there had been an upheaval in the community before the next record was made is evident from the following:

"Common Council, 10th of May, 1858: An appropriation of $3,000, made by the Select Council for the outfit and furnishing of the public schools, was concurred in."

Blocking the Way.

It appears that following the action of the Council in defeating the wishes of the people by rescinding the appropriation of $46,000 with which to purchase lots and build four schoolhouses, the four school commissioners previously elected by the Council, viz: C. H. Shield, A. T. M. Cooke, A. Bell and E. Delaney, proceeded to build the schools and equip them with necessary furniture. They elected Thos. C. Tabb as superintendent, and contracted for the employment of sixteen teachers to conduct the schools.

An ordinance levying a tax of $6 on every free white inhabitant of twenty-one years and upwards was imposed by the Council on the 10th of May, 1858, for the payment of the salaries of the teachers. This was later reduced to $4.

This is the record of the Common Council March 15, 1859:

"The report of the Public School Commissioners was presented, accompanied by a statement from the Treasurer of the amount expended in the erection and fitting up of the several schoolhouses, certified as correct by Messrs. R. A. Worrell and William H. Turner, auditing committee of said board, and on motion of Mr. Belote, the report was received and ordered to be published with the proceedings."

Mr. Lamb presented the following resolution, which was lost:

"Resolved, That the public school commissioners be instructed to take immediate measures for getting possession of the Norfolk Academy for the purpose of establishing a central high school."

First Public Schools.

The four schools established by the

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HIGH SCHOOL AND COLLEGE MUST GET NEARER TO NEEDS OF PEOPLE

Industrial Training Should Be Added to Academic Education.

MEANS MUCH FOR VIRGINIA

Time Is Ripe to Extend Vocational Work to Farms and Into Homes.

J. D. EGGLESTON, JR.
Superintendent of Public Instruction.

BY J. D. EGGLESTON, Jr.

I cannot attempt in the short space which I have allowed myself to enter into a discussion of the feasibility, the necessity and the duty of introducing into all of our high schools vocational training of a type that will fit those fundamental industries which obtain in every community. This matter has been threshed out time and again for many years. It is now high time that we should be doing something besides talking. The high school and college must get nearer to the needs of the people.

The academic training which we have been giving in the schools is not sufficient in a democracy, and unless an industrial training is added to this academic training there will grow up separate industrial schools, which would result in withdrawing from the academic schools large numbers of pupils who should have both the academic and industrial education. In any well-ordered democracy this would be calamitous, for it would lead to the formation of social classes. The two kinds of instruction should, as far as possible, go hand in hand, and if possible under the same roof, or certainly in the same group. In this way the youth who is securing an education in culture will at the same time be securing a training for every-day living, and the youth who is securing a training for the every-day work-life will at the same time be securing a training in culture.

There can be no such thing as universal education unless the schools are democratized by opening their doors, both to cultural education and to the education in the major activities of life.

One-Sided Opportunity.

Dr. Davenport, of the University of Illinois, has well said that we must "see to it that no individual shall be obliged to choose between an education without a vocation, and a vocation without an education." And he has equally well said that "It is dangerous to attempt to educate a live boy with no reference to the vocational."

The aristocratic idea of education is dying, and the sooner it is dead the better. No man believes in cultural education more than I do, and in the vital necessity of continuing this cultural education in order to preserve that fine spirit and vision, without which we will perish. But I take no stock whatever in that false culture which thinks that it is degrading to work with the hands, or that social caste is lost thereby. It is the doing of everyday work in a shiftless manner that is degrading. Davenport well says that "the culture that comes from doing in the best way possible the everyday things of life, is the best preparation possible for the appreciation of that other culture that is purely intellectual."

It will certainly not be denied that if every one who enters upon any line of industrial work were trained in the fundamental principles, which underlie that work, and had in addition a cultural education which would enable the worker to enjoy phases of life outside of his daily vocation, every industry and every line of everyday work would be lifted to a much higher plane of efficiency and honesty. We are told by the advocates of the purely academic school that man cannot live by bread alone. Very true. Neither can he live by visions alone.

And a man should not be educated to live on his own visions and another man's bread. "By the sweat of thine own brow shalt thou eat bread." Our schools should educate a boy so that he may have both visions and provisions.

Should Extend Work.

I am convinced that the time is ripe in Virginia, and that we have sufficient machinery, not only to put vocational training into our schools, but to extend this vocational work on to the farms and into the homes of the people. With our agricultural and domestic science schools already established in different sections of the State, we should gradually extend this agricultural work for the boys, and the domestic science and home-making for the girls, so as to train these boys by actual practice on their fathers' farms into expert farmers, and these girls by actual practice in their homes into expert home-makers and homekeepers. Vocational training, to go hand in hand with the cultural training of our public schools, should also be introduced in our cities.

Randolph-Macon Woman's College.

Has a plant worth over $500,000, an enrolment of 491 students, all of college grade, a faculty of 56 teachers and officers, a total of 170 employes.

It attracted to Virginia last year 218 students from the ten late Confederate States South of Virginia, and 143 from non-Confederate territory.

From Virginia 144 attended this college, while only 25 students were enrolled from Virginia in the other fifteen "division A" women's colleges of the United States combined.

The probable reasons for the remarkable success of Randolph-Macon Woman's College are, first, the high standards maintained, securing the hearty indorsement of educators; second, the attractiveness of Virginia climate and social conditions; third, the moderate cost for satisfactory service.

Its alumnae may well sing:

"Oh! Dear old Randolph-Macon, how majestic now you stand,
You're a credit to Virginia, and a blessing to the land."

I am now working on a proposition to add $150,000 to the endowment; have gotten more than half-way, and expect to land the whole $150,000 next year. WILLIAM W. SMITH.